Sociology 211

Sociology of Race and Ethnic Relations:
Winter/Spring 2019

Thursdays
5:45 PM – 9:10 PM

2/14 and 2/21 (at Truman)

Team Taught Course

Faculty Team: Prof. Abra Johnson (CCC)
Email: ajohnson282@ccc.edu
Phone: (312) 850 - 4575

Dr. Anghesom Atsbaha (DePaul)
Email: aatsbaha@depaul.edu
Phone: (312) 362 - 5193
“For we know that our patchwork heritage is strength, not a weakness. We are a nation of Christians, Muslims, Jews and Hindus – and non-believers. We are shaped by every language and culture, drawn from every end of this earth; and because we have tasted the bitter swill of civil war and segregation, and emerged from that dark chapter stronger and more united, we cannot help but believe that the old hatreds shall someday pass; that the lines of tribes shall soon dissolve; that as the world grows smaller our common humanity shall reveal itself; and that America must play its role in ushering in a new era of peace.”

*President Barak Obama’s Inaugural Address, Jan. 20, 2009*

**Course Description**
Sociology 211 is a historical overview of the racial and ethnic groups’ experiences, conditions and interrelationship in the United States. This course offers a comparative analysis of racial, religious and ethnic groups. It also examines how group identity is formed and maintained; and how such identity affects inter-group relations, government policies and social movements.

**Introduction**
Then Democratic Nominee for President, Barack Obama’s now famous speech on race in August 2008, renewed the national discussion on race relations in the United States. Racially insensitive commentary, particularly those centering President Obama, ranging from accusations around the validity of his birth to accusations of sympathy with terrorism by virtue of his name, was not only led by the man who’d eventually be president but became the platform upon which Donald Trump would successfully stroll into his presidency. Scholar, journalist, and citizens alike seem to agree that the public prominence of such racialized discourse now occurs in ways not seen since the 1960’s. Indeed, in this second decade of the Millennium, our nation has been in the midst of renewed and historic calls for and collective action toward social justice that continue to highlight the social impacts of racial rhetoric in the U.S., and in the 21st century. As the world completes the second decade of the new millennium, we are still struggling with how to achieve cultural harmony and social justice. This persistent “problem of the color line”, long ago predicted by W.E.B. DuBois, requires thorough understanding of history of the past and of current new realities.

In this class, we will examine the concept of race and begin to explore how such an ethnically and racially diverse country like ours (as well as that same diversity throughout the western world) might go about understanding the complexity of race and ethnic relations and to begin healing the wounds created by hate; to strategize and move towards a politically peaceful, democratic and socially more humane environment around the world.
Learning Experience / Study Tools
This is a learning experience in the search for sustainable common ground for all groups to positively interact among each other. It is intended to create a productive and thorough discussion and dialogue on race relations: the socio-economic, political, cultural and psychological aspects of interaction among groups and individuals. It provides a great opportunity to study one of the most crucial and challenging race related issues and crisis today. In this course students will approach issues and problems from a variety of institutional bases: political systems or governments, extremist groups, communities, religion, families, schools, and economic organizations and international institutions. Each class session will focus on a particular institution, bringing literary texts, film, historical and current events, and scholarly articles to bear on the issues raised by the particular focus. Documentary films and videos will be additional effective learning tools in this class.

Required Textbook
Martin N. Marger. race and ethnic relations American and Global Perspective 10th ed. Additional, recommended readings will be provided by your teaching team.

Use of Technology, Additional Resources & Films
We encourage you to use technology to augment your learning in this class. There are many very helpful websites containing resources for race issues, diversity, multiculturalism, pluralism, racism & other websites related to the objectives of this class. The American Anthropology Association’s website (www.aaanet.org) contains the Statement on Race and links to other relevant Internet sources. Another good source on current race research can be found on the American Sociology Association’s website (www.asanet.org). The Internet is only one of the various tools and resources students will use to complete assignments. However, the Internet is no substitute for scholarly work. You are expected and encouraged to use academic journals, newspapers, and other sources of information available at the college or public library. Additional films that relate to race and ethnicity can be found at www.viewsingrace.org.

Student Learning Outcomes
Upon completion of this course, students are expected to:
- Distinguish and apply key concepts such as: prejudice, discrimination, assimilation, internal colonialism, oppression, inequality, multiculturalism, and diversity.
- Integrate and reflect upon sociological perspectives and theories in the study of race and ethnic relations to “make sense” of their own/others’ experiences.
- Develop appreciation for diversity by exploring the experiences of racial and ethnic groups in their immediate communities and in the United States.
- Demonstrate an ability to interact and work together in collective problem solving exercises.
- Communicate and collaborate with others in a professional, task-oriented manner in the classroom and service learning sites.
- Understand the historical, socio-economic and political forces that underline the racial dynamic in the United States and around the world today.
- Be familiar with a range of resources for understanding the complexity of race relations and the challenges of building bridges among racial, national and ethnic lines.
## Competencies

### H2A  Can evaluate the contributions of social institutions to the welfare of the communities they serve.

Students can plan to volunteer 12 hours at a community based organization or social service agency primarily serving specific racial and ethnic groups in the city. Students must select and contact the organization as soon as possible. Students will submit a journal entry for every 3 hours of service. Faculty team will provide a list of organizations/agencies relevant to our class discussion and additional guidelines.

### A3C  Can examine a social issue from an ethical perspective.

Students can design a 2-hour seminar/workshop aimed at addressing ethical dilemma in dealing with social problems. Included in this workshop will be pre-workshop readings (selected by the student), discussion questions, exercises, etc. Students will also provide a rationale for the resources and themes chosen for this workshop, as well as a thorough description of the workshop.

### H4  Can analyze power relations among racial, social, cultural or economic groups in the United States.

Group oral presentation– teams will work closely with instructors in designing this assignment.

### H5  Can analyze issues and problems from global perspective.

This is a research paper related to ethnic cleansing, genocide, the Holocaust, human trafficking, etc.

### FX  Understands how racial, national and ethnic inter-group relations and issues shape and reshape workplace environment.

Students can propose an appropriate intervention in the workplace around the theme of “breaking barriers and building bridges among races”.

Sessions

Session One  2/14  Course Overview/Stories
Session TWO  02/21  Slavery & Race
Session Three  02/28  Ethnic communities & Race
Session Four  3/7  Family & Race
Session Five  3/14  Religion & Race
Session Six  3/21  Media & Race

3/28 - DePaul Spring break

Session Seven  4/4  Government & Race
Session Eight  4/11  Corporations & Race
Session Nine  4/18  Academic & Race
Session Ten  4/25  Town-hall/Forum on Race
Session Eleven  5/2  Concluding Discussion
Class Activities/ Assignments
Meetings will rely heavily on discussion; therefore, students need to be prepared to discuss all assigned readings and from their news article journals. In addition to the required reading, students will learn from guest speakers who will bring and share their expertise and experience on issues and problems facing the United States and global society today. Instructors will pay special attention to how regularly and carefully students complete assignments. In addition, we will keep records of class participation and attendance. Remember, missing class will not only hurt your own learning, but the learning of the class. If you must miss class, please take responsibility for communicating with another student from your group before or after the class session. All students will write a letter to themselves at the beginning of the quarter that addresses their expectations, concerns, hopes, and plans for their work in the course. At the end of the quarter, the letters (sealed) will be returned to students to help with their self-assessments.

Read & Reflect
One of the major activities is the weekly reading responses. The RRR Form (distributed day one) will make it easier for you to respond to three important questions. This part of the activity is expected to generate an active and productive conversation and discussions on race.

Journal Articles on Race (JAR)
Students will be engaged in gathering data and keeping track of some of the most significant historical events and current developments concerning race relations in America and around the world. Students are required to keep a news clipping/media journal file in a three-ring binder. Please watch newspapers, newsmagazines, and other print media for articles dealing with race, racism and building bridges across ethnic and racial lines.

Group Oral Presentation
Instructors will provide specific directions for these two assignment.

Service Learning (recommended)  [3rd Competence]
This will require students to volunteer 6 hours at a community based organization or social service agency primarily serving specific racial and ethnic groups in the city. Students must
select and contact the organization as soon as possible (by the third week of class). Students will submit a journal entry for every 2 hours of service. The instructors will provide a list of organizations/agencies relevant to our class discussion and additional guidelines to complete this assignment. The deadline to let the teaching-team know of your site selection will be February 28. Service Learning will fulfill the requirement of the 3rd competence and instructors will provide additional instructions.

**Reflection Paper on the Forum on Race**
This paper is in response to the “Forum on Race.” This paper will be two pages. You will be looking for points of agreement, disagreement, critiques, and ideas about ways to further the discussion around racial issues in the U.S. **Forum on Race is April 25**

**Methods of Assessment**
Instructors will pay special attention to how regularly and carefully students complete assignments. In addition, we will keep records of class participation and attendance. While most assignments will be completed by all students (readings, journals, reflection papers) final projects (oral and written) will be geared toward competencies.

Grades will be based on the following criteria.

- Attendance is mandatory. Given the nature of the work we are doing in this class; it is essential that you be here on time. Missing class will not only hurt your own learning, but the learning of the class. If you must miss class, please take responsibility for communicating with another student from your group before or after the class session. The following are very important for successful coursework:
  - Active participation in class discussions
  - Focus in addressing issues related to competence
  - Originality of ideas, thoroughness in written work, clarity and organization
  - Engagement in critical inquiry, use and documentation of secondary sources

**Grading**
- Reflection Paper on Guest Speak 100
- Read & Reflect 120
- Attendance & Participation 130
- Individual Presentation 150
- Journal Article on Race (JAR) 4 200
- Group Oral Presentation 300

1000 points
Course Policies
This course includes and adheres to the college and university policies described in the links below:

Academic Integrity Policy (UGRAD)
Incomplete Policy
Course Withdrawal Timelines and Grade/Fee Consequences
Accommodations Based on the Impact of a Disability
Protection of Human Research Participants

Other Resources for Students

University Center for Writing-based Learning
SNL Writing Guide
Dean of Students Office